

Fen Drayton Pre-School

The Village Hall, Cootes Lane, Fen Drayton, Cambridge, Cambridgeshire, CB24 4SL



Inspection date

9 March 2018

Previous inspection date

24 October 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children develop warm and affectionate relationships with staff. They are happy, settled and enjoy their time at the pre-school. They develop confident, social attitudes in readiness for school.
- Staff develop close links with parents and keep them well informed about children's development and well-being. Parents praise the staff for the care and attention they give their children.
- Children's communication and language skills are promoted well. Staff expertly engage children in conversations that extend their vocabulary and give them confidence in expressing themselves.
- Children build good links with their local community. They have frequent walks around the area, share special events with others and invite visitors into the pre-school.
- The pre-school is well managed. Staff benefit from regular supervisory meetings and their continuing professional development is given a good priority.

It is not yet outstanding because:

- Staff do not make the most of their observations of children's learning to plan precisely for their next steps and challenge them to make even better progress.
- At times, staff overlook opportunities to extend children's independence. They tend to do things for the children that they are capable of doing for themselves.
- Children do not always receive clear explanations from staff to help them understand why some behaviours affect others around them.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- focus the planning of activities more precisely on individual children's next steps in learning to help them to make faster progress
- make the most of all opportunities to help children extend their independence
- enhance the consistency of the strategies already used to help children to learn and understand how some behaviours have an impact on others.

Inspection activities

- The inspector observed the quality of teaching indoors and outdoors and assessed the impact this has on children's learning.
- The inspector had meetings with the chairperson of the committee and the manager. She looked at relevant documentation, including evidence of the suitability of staff and committee members.
- The inspector spoke to several parents in the course of the inspection and took account of their views.
- The inspector spoke to staff and children during the inspection.

Inspector

Veronica Sharpe

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The management committee and staff understand their responsibilities to protect children. They have regular training to reinforce their knowledge of local child protection procedures and the possible signs of abuse or neglect. This helps them to offer more effective protection for children. Staff supervise children well and make sure they play in a safe environment. The management committee asks parents for their views to help it to evaluate the provision and identify any areas for improvement. Staff have a successful partnership with local schools which helps them to support children as they move into Reception classes. They make links with other providers, including childminders, to support continuity for children who attend more than one setting.

Quality of teaching, learning and assessment is good

The experienced and qualified staff know the children well and understand how they learn through play. They provide children with a variety of enjoyable experiences that supports their good progress. Children take part in the activities with enthusiasm. They develop good coordination as they build tall structures with large blocks. Staff make the most of opportunities to teach children about numbers as, for example, they encourage them to count objects out loud. They provide children with a wealth of opportunities to explore different media, such as water, sand and dough. Staff monitor children's development and provide effective support where children need help to catch up with their friends.

Personal development, behaviour and welfare are good

Staff work closely with parents to settle children into the pre-school. They collect detailed information about children to help them to meet their individual needs from the outset. Staff interact with children in a friendly, positive and caring manner. They ask children for their ideas and opinions and show they value children's contributions. For example, they discuss a storybook and want to know if the children enjoyed it, and if not, why not. This helps children to gain confidence in expressing their opinions. Staff help children to learn more about the wider world. For example, they invited a member of the Chinese community to visit and help the children to learn about Chinese New Year celebrations.

Outcomes for children are good

Children make good progress from their starting points. They acquire useful skills that prepare them well for the next stage of their learning, including school. Children communicate confidently with each other. They join in with story times and handle books with interest. Older children recognise familiar written words, including their name. Younger children enjoy making marks with chalks, paints and crayons. Children's physical skills develop well as, for example, they ride on bicycles or dance to music.

Setting details

Unique reference number	221777
Local authority	Cambridgeshire
Inspection number	1103216
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	25
Number of children on roll	14
Name of registered person	Fen Drayton Playgroup Committee
Registered person unique reference number	RP517111
Date of previous inspection	24 October 2014
Telephone number	01954 230311

Fen Drayton Pre-School registered in 1982. The pre-school employs two members of childcare staff who both hold appropriate early years qualifications at level 3. The pre-school opens during school term time on Mondays, Wednesdays and Thursdays from 9.15am to 12.15pm and Fridays from 9.15am to 3.15pm. During the summer term, the pre-school opens on Wednesdays from 12.15pm to 3.15pm for children attending school in the following term. The pre-school provides funded early education for three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2018

